



OFFICE OF RACIAL EQUITY AND SOCIAL JUSTICE

Marc Elrich
County Executive


Tiffany Ward
Director

MEMORANDUM

June 27, 2022

To: Jennifer Bryant, Director
Office of Management and Budget

cc: Gabe Albornoz, President
County Council

From: Tiffany Ward, Director
Office of Racial Equity and Social Justice 

Re: Racial Equity Impact Assessment (REIA) for Supplemental Appropriation (SA) #22-93
FY22 Operating Budget of Montgomery County Public Schools (MCPS) Title I, Part A
Grant

- I. **FINDING:** The Office of Racial Equity and Social Justice (ORESJ) finds that Supplemental Appropriation #22-93 FY22 Operating Budget of Montgomery County Public Schools (MCPS) Title I, Part A Grant is acutely equipped to advance racial equity and social justice in Montgomery County as the requested funds are specifically aimed at reducing educational disparities for low-income students, which – due to historical and systemic factors – disproportionately impact young children of color.
- II. **BACKGROUND:** The purpose of Supplemental Appropriation #22-93 FY22 Operating Budget of Montgomery County Public Schools (MCPS) Title I, Part A Grant is to provide schools with additional supports to improve the teaching and learning for students at greatest risk of not meeting challenging academic achievement standards, especially for those who reside in areas with high concentrations of students from low-income families. The additional allocation from the Maryland State Department of Education (MSDE) is the result of scores calculated based on poverty and differentiation among schools, updates to selected measures, English Language Learner proficiency, and identification of Comprehensive Support and Improvement Schools and Targeted Support and Improvement Schools. There is also a grant requirement to provide equitable services to students and

teachers in non-public schools which can include church exempt schools and nonpublic schools that are approved by MSDE^{1,2}.

The target population and focus of activities under Title I, Part A align with the County's policy to reduce and ultimately eliminate racial disparities in Montgomery County as the funding seeks to bolster outcomes for low-income children—of which children of color in Montgomery County are disproportionately represented. Title I, Part A funds specifically aim to address achievement gaps in educational settings, however, to truly affect positive change for low-income children of color, it is important to address systemic factors that perpetuate negative outcomes beyond the classroom.

Centuries of intentional institutional and systemic policies aimed at leveraging opportunities to build wealth for white families in the United States have deliberately come at the expense of Black, Indigenous, and other families of Color. “For Black families in particular, much of the 20th century devalued their lives and led to segregation and racist federal housing policy through redlining that shut out chances for Black people to purchase homes and build wealth, making it more difficult to start and invest in businesses and afford college tuition.”³ The ramifications of these blatantly racist policies still thrive today, with Black neighborhoods and assets continuing to be undervalued⁴ – serving to exacerbate poverty in many of these communities – while upper-income households experience rapid growth in wealth accumulation⁵.

The devaluing of Black neighborhoods also serves to widen gaps in academic achievement for Black children due in large part to the ways in which public schools are funded across this country. Public school funding is typically derived from a mix of revenue sources such as local, state, and federal tax dollars. In Montgomery County, the majority of Montgomery County Public Schools (MCPS) funding comes from tax revenue and other county dollars (64.4%) with state and federal dollars making up the rest at 28.3% and 3.1% respectively.⁶ Typically, students attending public schools that live in wealthier districts benefit from systems that have the ability to raise more in property taxes while the opposite is true for

¹ Maryland State Department of Education. *Nonpublic schools workgroup eligibility for participation in federal programs*. 2022. Available at: <https://marylandpublicschools.org/about/Pages/NPWG/eligibility.aspx>

² Maryland State Department of Education. *Approved nonpublic schools in Montgomery County*. 2022. Available at: http://nonpublicschoolsdb.marylandpublicschools.org/nonpublic/nsab_directory/DisplayLocations.asp?County=Montgomery

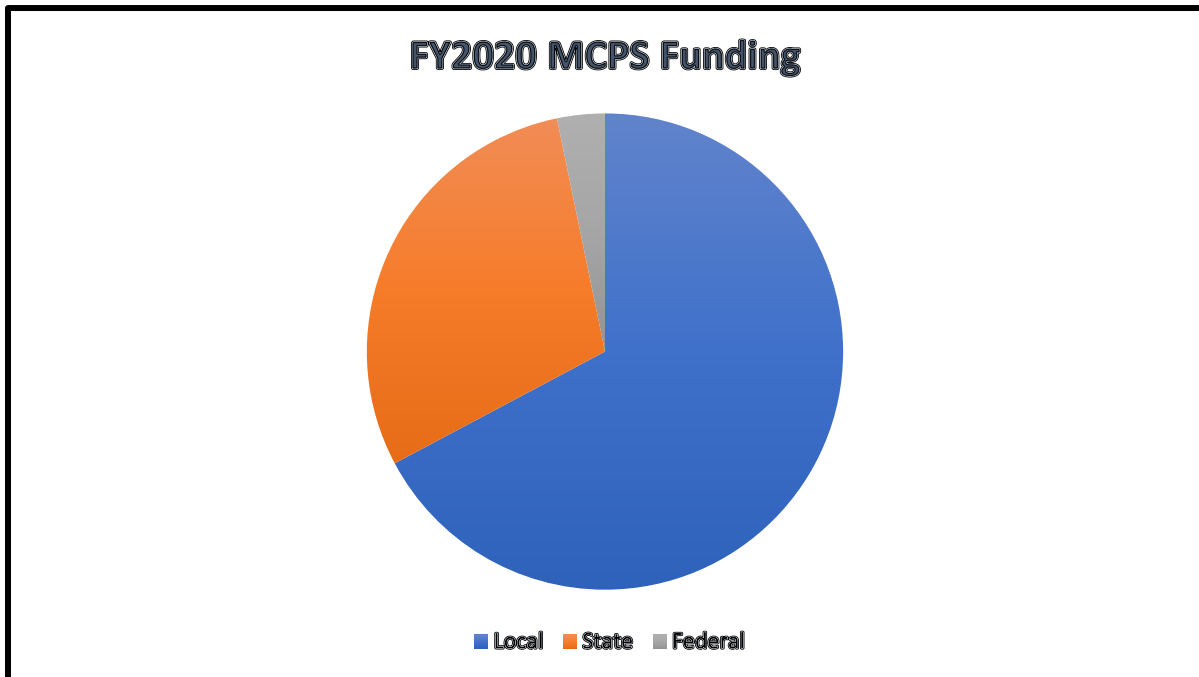
³ Perry, A., Rothwell, J., & et. al. *The devaluation of assets in Black neighborhoods: The case of residential property*. 2018. Available at: <https://www.brookings.edu/research/devaluation-of-assets-in-black-neighborhoods/>

⁴ Et. al

⁵ Menasce Horowitz, J., Igielnik, R., & et. al. *Trends in income and wealth inequality*. 2020. Available at: <https://www.pewresearch.org/social-trends/2020/01/09/trends-in-income-and-wealth-inequality/>

⁶ Montgomery County Public Schools. *Budget 101*. 2020. Available at: <https://www.montgomeryschoolsmd.org/budget-101/index.html#:~:text=More%20than%20a%20quarter%20of,million%20of%20funding%20to%20MCPS>

students living in high-poverty districts.⁷ In Montgomery County, revenue generated from local property taxes is equally distributed across public schools throughout the county, however students attending schools in wealthier zip codes benefit from added resources generated from efforts such as donations and fundraising opportunities.

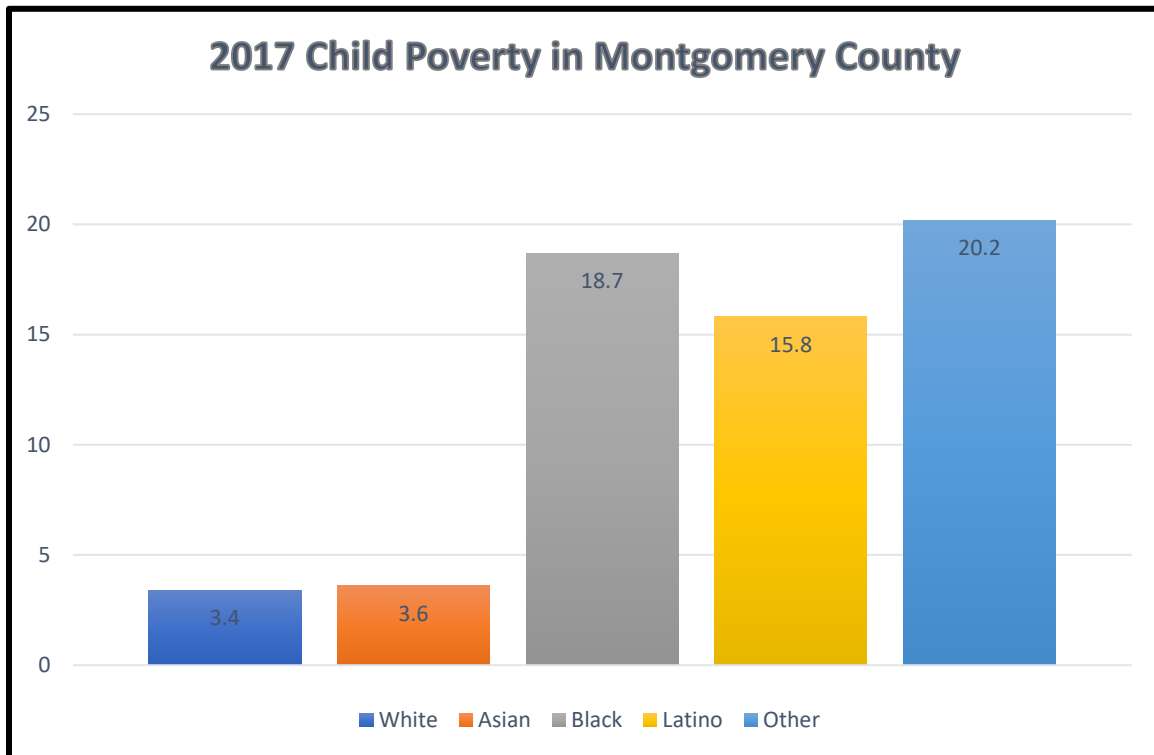


**Montgomery County Public Schools Budget 101*

- III. **ANALYSIS:** Title 1, Part A funds have the ability to further resource schools with high concentrations of poverty—with students of color in Montgomery County standing to benefit the most from these resources as data from 2017 shows that 18.7 percent of Black children in the county lived in poverty compared to only 3.4 percent of white children.⁸ Additionally, Title I, Part A funds have the ability to address the myriad mitigating factors that low-income children of color contend with on a daily basis.

⁷ A. Tilsley. *School funding: Do poor kids get their fair share?* 2017. Available at: <https://apps.urban.org/features/school-funding-do-poor-kids-get-fair-share/>

⁸ Bonner-Tompkins, E., Padilla, T., et. al. *Racial equity profile Montgomery County*. 2019. Available at: <https://www.nonprofitmoco.org/new-olo-report-racial-equity-profile-montgomery-county-2/>



** Racial Equity Profile Montgomery County*

Title I, Part A – a provision in the Every Student Succeeds Act (ESSA) – is a federal program that provides financial assistance to local school systems and schools with high percentages of children living in poverty to support their academic achievement by mastering challenging curricula as well as assist in meeting state standards.⁹ As noted in documents accompanying the supplemental request, through the use of the Title I, Part A funds, MCPS plans to bolster programs that will greatly benefit low-income children of color and their families such as:

- Primary Talent Development, which is designed to increase access and opportunities for primary learners underrepresented in advanced programs;
- Evidence-based supplemental literacy and mathematics programs such as DreamBox Learning and Waterford Early Reading Program which are utilized to address individual student learning needs in mathematics and literacy;
- Extended Learning Opportunities Summer Adventures in Learning which provides opportunities for high quality learning experiences over the summer to address summer learning loss and mitigates disruptions to learning;

⁹ Maryland State Department of Education. *Title I, Part A*. 2022. Available at: <https://www.marylandpublicschools.org/about/Pages/DSFSS/TitleI/index.aspx>

- The Title I Early Career Educators which offers the Mastery Teaching for Equity course to all teachers in years one through three of teaching as a support to retain effective teachers in Title I schools with a focus on culturally responsive teaching and equity; and
- Parent Engagement Navigators which are funded to support the parent and family engagement efforts at schools to build the capacity of families to advocate for high quality educational experiences and programs for their children.

While these programs all aim to mitigate negative outcomes for low-income students of color, ORESJ would recommend that MCPS utilize opportunities presented through their parent engagement efforts to also connect parents and guardians to resources related to occupational and wealth attainment as well as homeownership. Considerations regarding school funding should also be taken into account, providing for a more equitable distribution of resources across county schools and not being beholden to a funding models based on property taxes.

cc: Ken Hartman, Director, Office of Strategic Partnership, Office of the County Executive
Monifa McKnight, Superintendent, Montgomery County Public Schools
Gail Roper, Director, Department of Technology and Enterprise Business Solutions